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| ***Teacher:* Grey Thomas** | | | ***Subject:* English** | | | | | ***Grade:* 9** |
| ***Learning Goals*** | | | | | | | | |
| ***Standards SCELA/Common Core*** | Inquiry-Based Literacy Standards (I):  2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives (81).  3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry (82). | | | | | | | |
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| ***Benchmark(s)*** | TSWBAT:   * Compare two personal accounts of what like was like during the German occupation of Amsterdam. * Recognize similarities between the two stories and articulate common themes. * Discuss why many Jewish people in Amsterdam chose to go into hiding instead of trying to leave the country. * Discuss the risks that people took to hide Jewish families from authorities. * Discuss the struggles that Jewish people faced while in hiding. | | | | | | | |
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| ***Indicator(s)*** | The student will:   * Watch the first 40 minutes of an oral history with James Vanderpol, a Jewish man who lived in hiding during the German occupation of the Netherlands. * Discuss similarities between James’s experience and Anne Frank’s experience. * Complete a five-paragraph response that summarizes the similarities between the two accounts. | | | | | | | |
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| ***What will students know and be able to do at the end of the lesson?***  By the end of this lesson, students will be able to discuss what life was like for Jewish people during the German occupation in Amsterdam. Specifically, they will be able to discuss why many Jewish families chose to go into hiding, the risks people took to hide Jewish families, and the many struggles that Jewish people faced while in hiding. They will also be able to specifically compare Anne’s story and James’s story. | | | | | | | | |
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| ***Student Background Knowledge and Experience*** | | | | | | | | |
| ***Student prior knowledge and skills:***  Students will have already read *Anne Frank: The Diary of a Young Girl* | | | | | ***Accommodations for Diversity (if applicable):***  I will provide a link to video so that students can watch it a second time. | | | |
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| ***Instructional Procedures*** | | | | | | | | |
| ***Content Summary (concepts and essential understandings):***   * Why many Jewish families in Amsterdam chose to go into hiding during German occupation in World War II * Similarities between Anne’s experience and James’s experience * Risks that people took to hide Jewish families from authorities * Struggles that Jewish people had while hiding for their lives | | | | | | | | |
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| ***Teaching Methods:***   * Reading *Anne Frank: The Diary of a Young Girl* * Video clip of James Vanderpol * Class discussion comparing the two accounts | | | | | | | | |
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| ***Student Grouping:***  Normal seating assignments | | | | ***Interdisciplinary Strategies:***  Oral history on YouTube | | | ***Reading Strategies:***  Use textual evidence for comparisons | |
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| ***Resources and Materials*** | | | | | | | | |
| ***Written Texts:***  *Anne Frank: The Diary of a Young Girl* | | ***Oral Media:*** | | | | ***Visual Media:***  *https://www.youtube.com/watch?v=vGH\_F\_kLKBE* | ***Technology:***  Computer, speakers, and projector | |
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| ***Instructional Activities (Lesson sequence and allotted time)*** | | | | | | | | |
| ***Opening:***  Remind students that we will be watching a video. Ask them to take notes answering the following questions as they are watching:   * Why do you think many Jewish families did not immediately flee the Netherlands once the Germans invaded? * What risks did individuals take when they decided to hide Jews from authorities? * Why did families choose to go into hiding together if only one family member was singled out for deportation? * How did James Vanderpol manage to escape the notice of authorities while he was in hiding? * What similarities do you see between Anne Frank and James Vanderpol? | | | | | | | | |
| ***Main Activities:***   * Watch the first 40 minutes of an oral history with James Vanderpol. | | | | | | | | |
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| ***Closing:***   * Discuss the questions outlined at the beginning of class. * After watching the video, students will be asked to write a five-paragraph response detailing three similarities between Anne’s story and James’s story. The first paragraph should include a clear thesis statement, the middle three paragraphs should contain three similarities between the stories (one similarity per paragraph), and the final paragraph should include a strong conclusion that summarizes the similarities they discussed. | | | | | | | | |
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| ***Formative Assessment/Evaluation (Attach assessments and assessment criteria – cite evidence of meeting learning goals)*** | | | | | | | | |
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| ***Adaptations/Accommodations (Include student needs and instructional modifications, if applicable)*** | | | | | | | | |
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| ***Reflection (Indicate what you would do the same and what you would do differently when teaching this lesson again)*** | | | | | | | | |
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